

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Aesthetic & Critical Inquiry</p>	<ol style="list-style-type: none"> 1. Applies the critique process of description, analysis, interpretation and judgment both orally and in written form. (VA.D.1.4.2) 2. Questions the role of art critics, historians, and artists who make sculpture. 3. Discriminates between artists' intent and public interpretation. (VA.D.1.4.1) 4. Uses appropriate vocabulary to identify sculpture. (VA.D.1.4.2) 5. Compares and contrasts styles of master sculptors. 6. Points out and describes major compositional features in a work of sculpture. 7. <i>Describes artists who intentionally strive toward innovation (e.g., Seurat and Pollack), those who appropriate images (e.g., Robert Levine and Jeff Koons), and those who create parodies (e.g., Robert Colescott).</i> (VA.D.1.4.3) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to identify at least five different sculptural processes. B. <i>The student understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment.</i> (VA.D.1.4.1) C. <i>The student understands critical and aesthetic statements in terms of historical reference while researching works of art.</i> (VA.D.1.4.2) D. <i>The student knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.</i> (VA.D.1.4.3) E. <i>The student understands some of the implications of intent and purpose in particular works of art.</i> (VA.B.1.4.3)
<p>II Cultural & Historical Context</p>	<ol style="list-style-type: none"> 1. Understands the historical contributions of artists through sculpture. (VA.C.1.4.1) (VA.C.1.4.2) 2. Identifies the works of noted sculptors. (VA.C.1.4.1) (VA.C.1.4.2) 3. Investigates the role of sculpture in society past and present. (VA.C.1.4.1) (VA.C.1.4.2) 	<ol style="list-style-type: none"> A. Through the critique process, the student can use analytical vocabulary in verbal and written form to recognize and examine sculptures and sculptors of historical and cultural significance. (VA.C.1.4.1) (VA.C.1.4.2)

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<p>III Studio Skills</p>	<p>4. Compares sculptures cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>5. <i>Compares and contrasts the ways that artists in various cultures express personal feelings, ideas, and observations through sculptures.</i> (VA.C.1.4.2)</p> <p>1. Creates original sculptures using elements of art and principles of design. (VA.A.1.4.3) (VA.B.1.4.4)</p> <p>2. Develops ideas for sculpture from observation, experience and imagination. (VA.A.1.4.1) (VA.B.1.4.1)</p> <p>3. Explores and applies a variety of sculptural processes (additive and subtractive). (VA.A.1.4.2) (VA.B.1.4.2)</p> <p>4. Explores and applies a variety of stylistic approaches to create sculptures. (VA.A.1.4.4)</p> <p>5. Uses appropriate terminology to identify sculpture. (VA.A.1.4.3)</p> <p>6. Explores both relief and freestanding three-dimensional forms. (VA.A.1.4.3)</p> <p>7. Uses a wide variety of materials to develop form and surface treatment. (VA.A.1.4.2)</p>	<p>B. Through the critique process, the student can use analytical vocabulary in verbal and written form to compare and contrast sculptures cross-culturally. (VA.C.1.4.1) (VA.C.1.4.2)</p> <p>C. <i>Through the critique process, the student can use analytical vocabulary in verbal and written form to analyze the role of the sculptor in society.</i> (VA.C.1.4.2)</p> <p>A. The student can produce a portfolio of a minimum of six sculptures that reflect: (VA.B.1.4.2)</p> <ol style="list-style-type: none"> 1. a variety of sculpting techniques (VA.A.1.4.2) 2. effective use of elements of art and principles of design (VA.A.1.4.3) (VA.B.1.4.4) 3. a variety of creative and original imagery (VA.A.1.4.4) (VA.B.1.4.1) 4. proper use of tools and techniques (VA.A.1.4.2) 5. refined craftsmanship (VA.A.1.4.4) <p>B. The student can create a journal/sketchbook that demonstrates growth in the areas of studio skills and concept development. (VA.A.1.4.1)</p>

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IV Personal Development	<p>8. Maintains a sketchbook/journal. (VA.A.1.4.1)</p> <p>9. Demonstrates craftsmanship. (VA.A.1.4.4)</p> <p>10. Demonstrates proper care and safe use of equipment and tools. (VA.A.1.4.2)</p> <p>11. <i>Produces a body of work showing an in-depth study of a specific visual ideas or a particular mode of working.</i> (VA.B.1.4.3)</p> <p>1. Expresses personal ideas and feelings in sculpture.</p> <p>2. Develops personal style in sculpture.</p> <p>3. Actively participates in art events. (VA.E.1.4.1)</p> <p>4. Identifies with personal goals and aspirations in art. (VA.E.1.4.2)</p> <p>5. Respects own culture and the culture of others.</p> <p>6. <i>Demonstrates a working knowledge of artistic terminology through portfolio/resumé presentations, journal entries, and critiques.</i> (VA.E.1.4.3)</p>	<p>A. The student can demonstrate the value of his/her personal artwork and sharing his/her abilities through active participation in art events, exhibits, and programs. (VA.E.1.4.1)</p> <p>B. <i>The student understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and collaboration within the arts and across life.</i> (VA.E.1.4.2)</p> <p>C. The student refines his/her personal philosophy of sculpture.</p> <p>D. <i>The student knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.</i> (VA.E.1.4.3)</p>